Revised 3/17/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: <u>X</u> Elementary __ Middle __ High __ K-12

Name of Principal   <u>Miss Elizabeth K. Lewis</u>
           (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name <u>Montandon Elementary School</u>
                 (As it should appear in the official records)

School Mailing Address <u>PO Box 130-2733 State Route 45</u>
                 (If address is P.O. Box, also include street address)

<u>Montandon</u>   <u>Pennsylvania</u>   <u>17850-0130</u>
City   State   Zip Code+4 (9 digits total)

County <u>Northumberland</u>   School Code Number* <u>7034</u>

Telephone (570)523-3218   Fax (570)524-9665

Website/URL <u>www.milton.k12.pa.us</u>   E-mail <u>ekl01@milton.k12.pa.us</u>

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

                                                        Date_____
(Principal's Signature)

Name of Superintendent* <u>Dr. William A. Clark</u>
                 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   <u>Milton Area School District</u>   Tel. (570)742-7614

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

                                                        Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson   <u>Mr. Stephen J. Connolley</u>
                 (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

                                                        Date_____
(School Board President's/Chairperson's Signature)

1

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

3	Elementary schools
1	Middle schools
	Junior high schools
1	High schools
	Other

5	TOTAL

2. District Per Pupil Expenditure: $ 9,202.00

   Average State Per Pupil Expenditure: $10,761.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [x] Small city or town in a rural area
   [ ] Rural

4. 10 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK					7			
K	16	10	26		8			
1	17	16	33		9			
2	15	11	26		10			
3	19	13	32		11			
4	13	17	30		12			
5	17	12	29		Other			
6								
					TOTAL STUDENTS IN THE APPLYING SCHOOL →			176

6. Racial/ethnic composition of   97   % White
    the students in the school: 3   % Black or African American
                            % Hispanic or Latino
                            % Asian/Pacific Islander
                            % American Indian/Alaskan Native
    100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	5
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	10
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	15
(4)	Total number of students in the school as of October 1	176
(5)	Subtotal in row (3) divided by total in row (4)	.0852
(6)	Amount in row (5) multiplied by 100	8.52

8. Limited English Proficient students in the school: 0%

                                          0% Total Number Limited English Proficient
    Number of languages represented: 0
    Specify languages:

9. Students eligible for free/reduced-priced meals: 47%

            Total number students who qualify: 78%

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10. Students receiving special education services: 3   %
                                               5   Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	_5_Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	Full-time	Part-Time
Administrator(s)		1
Classroom teachers	11	1
Special resource teachers/specialists	1	
Paraprofessionals		
Support staff	5	4
Total number	17	6

12. Average school student-"classroom teacher" ratio: 1/15

13. The attendance patterns of teachers and students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	96%	95%	95%
Daily teacher attendance	95%	96%	97%	96%	94%
Teacher turnover rate	17%	0%	15%	15%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Appearing at the entrance to Montandon Elementary is the district's mission statement:
"It is the purpose of the Milton Area School District to create an environment in which individual students develop to their maximum capabilities in order to prepare for their adult roles as responsible citizens in our American culture and global society". It is the goal of every faculty member and administrator to employ instructional strategies that will indeed prepare each student to meet such challenges.

Montandon Elementary School is located in a small town in rural Central Pennsylvania, Upper Northumberland County. The community is predominantly white with a low-to-middle class population. The values of the community are conservative. Parents traditionally hold high expectations for their children regarding education. A tremendous pride in the school exists among the parents, staff, students and community. Family mobility issues are somewhat influenced by the relative health of local industry. The smallest of the three district elementary schools, Montandon's enrollment has fluctuated 167-210 in recent years.

During the mid-1990's, an administrative reorganization took place and the one elementary principal and two assistance principals were replaced with two elementary principals covering three buildings. The principal at Montandon is also responsible administratively for the White Deer Elementary School. Montandon, and the district as a whole, has a history of staff, faculty and administrators spending their entire careers in Milton.

Parent support is an integral strength of the school. Serving on Parent-School Association committees and as room parents and volunteers, parents enhance the efforts of the teachers and make the school successful. Many of the parents also attended Montandon. Parents are encouraged to take an active role in their childrens education by attending various school sponsored programs and maintaining communication with their teachers and counselors.

A vital foundation of the school is the common belief of meeting students' needs so that each student experiences success. High expectations are held by teachers. A number of support services and programs supplement the academic offerings. An elementary student assistance team meets once a week, child study meetings occur once a month, an Instructional Support Team is in place and developmental guidance classes are incorporated into the K-5 curriculum.

This year full day kindergarten was offered. Additionally, our district has a K-12 arts program coordinated with the State Standards with a specific focus per grade level.

While we focus on each child reaching proficiency in all subject areas, we take pride in recognizing the small steps individuals make towards excellence. Monthly recognition and awards are given for academic improvement as well as overall achievement. The success at Montandon, perhaps, can be attributed to the students themselves. They enjoy themselves and have a sense of community because of the school's small size. Effort is important but striving for improvement is essential. This school is one of value for our students, the community and for our world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. SCHOOL ASSESSMENT RESULTS

   The PSSA tests are state mandated tests showing levels of knowledge of specific content in the area of math and reading. Levels of understanding from students are indicated by categories of below basic, basic, proficiency or advanced. Overall, Montandon Elementary School has shown three consecutive years of progress in both subject areas.

   Reading tests in 2000-2001 showed 16% of students performing at the basic level, 56% at the proficient level and 8% at the advanced level of proficiency. Comparing these scores to 2001-2002, a noticeable increase occurred with twenty-seven percent (27%) of students achieving at the advanced level of proficiency.

   Reading scores continued to show improvement in 2002-2003. Even though there were more students than the previous year scoring at the basic level, more students performed at the proficient level, a 3.4% increase.

   The most dramatic improvement was seen in the scores for 2003-2004 when 6.3% of students scored at the basic level of proficiency and the majority of the class, 70.8%, performed at the advanced level. Overall, in comparing 2000-2001 and 2003-2004, a decrease of 10% was seen in the number of students performing at the basic level and an increase of 62% was seen for the number of students performing at the advanced level of proficiency.

   Math tests in 2000-2001 indicated 20% of the students performing at the basic level, 24% at the proficient level and 24% at the advanced level. The following year, 2001-2002, showed decreases in scores at the basic and proficient levels with almost the majority of students scoring at the advanced level. This is a noticeable increase of 24% to 42% in the respective years. Additionally, fewer students remained at the basic level of proficiency.

   Scores for 2002-2003 exhibited a down turn of performance with more students scoring at the lower levels of proficiency. However, a dramatic increase followed in the 2003-2004 scores. Over half of the students performed at the advanced level (52.1%). Increases were also evident with 27.1% performing at the proficient level and only 18.8% at the basic level of proficiency. A comparison of performance between 2000-2001 and 2003-2004 indicates a modest decrease in the percentage of students performing at the basic level of proficiency and a 28% increase in the number of students performing at the advanced level.

   School specific information on the state assessment system can be found at the following website: www.paayp.com/7034.

2. USE OF ASSESSMENT RESULTS

   The results of student assessment data are analyzed by the Curriculum Coordinator and reviewed by the building principal. These results are then communicated to the teachers and reviewed at faculty meetings. Staff members are expected to use their results to set instructional goals for the upcoming year that are specific to areas of relative weakness. This year in particular, the newly released Assessment Anchors have been incorporated into this planning. Each teacher also receives a detailed report of results specific to their individual class broken down by standard area. The principal then meets with individual teachers to review both strong and weak areas and develop an achievement action plan to address areas of weakness. Also at the end of each marking period, students' report cards are reviewed so that children needing 'study groups' held with the IST teacher or a referral to 'academic support/after school homework' groups can be identified. Throughout the year, strategies for improvement, like research articles and best practices methodologies, are shared at faculty

meetings. All teachers are completing fifteen additional hours of 'improvement strategies' focusing on state standards, achievement areas and curriculum work.

3. SCHOOL/PARENT COMMUNICATION

Test results are sent home to parents to communicate performance. Additionally, every grade level sends daily work papers home establishing a constant communication of the student's progress. Parents often respond with written comments. Students in grades 3-5 have an assignment book which encourages daily communication between home and school. Some teachers communicate with parents on a weekly basis by sending progress reports home. Quarterly reports and mid marking-period progress reports are other methods utilized to maintain strong school-home communication about student progress. These reports are reviewed, as needed, by the principal, guidance counselor and Instruction Support Teacher. Referrals for additional academic support are made when necessary. Following the first marking period, parent conferences are held for a 1½ day period when teachers, guidance counselors and building administrators meet with every students' parents. Overall, school performance is communicated to parents and the community via newsletters, newspapers and school calendars. Additionally, some teachers maintain websites for their classrooms. Parents and community members are invited to offer feedback about the school's performance at board meetings.

4. STRATEGIES FOR SHARING SUCCESS

Montandon Elementary School was recently recognized by the Pennsylvania Department of Education. This recognition was given for achieving two consecutive years (2002-2004) of 'adequate yearly progress as defined under No Child Left Behind. This award was given to Montandon Elementary at IU-16. The local newspapers informed the public of the IU-16 presentation, as part of a program recognizing schools within the Intermediate Unit who were awarded this distinction by the Pennsylvania Department of Education. School Board members were informed of the award at a subsequent board meeting. Progress and success stories are also shared by our superintendent at state conferences such as PSBA, PASCD and PASBO.

Communicating our success as a Blue Ribbon School would begin with an official press release which would be included in our district's newsletter and website. Information would be disseminated through the Superintendent's Advisory Council at the Central Susquehanna Intermediate Unit. Modeled 'best practices' would be presented at local, state and national conferences. Additionally, parents would be notified by letter and invited to tour the building. An invitation to the local community television would be extended as well.

PART V – CURRICULUM AND INSTRUCTION

1. The elementary curriculum is one that is 'traditional', in that it consists of four core subjects: language arts, math, science and social studies. Teachers schedule each core subject according to given guidelines with respect to a time frame per week. Two inherent strategies form the base of the curriculum: student learning and teacher guidance. Emphasis is placed on critical thinking, and the cross-curricular integration of all aspects of subject matter. At the elementary level each year, a theme is adopted that not only supports the curriculum but adds depth and understanding to the school's mission.

    Social Studies, aligned with the State Standards, consist of a variety of visual aides and several specific textbooks related to given topics. Students are encouraged to problem solve each topic in terms of topography, climate, agricultural resources and the culture of societies, both past and present. At the end of each unit, students are required to summarize their knowledge by completing a project based on a specific rubric developed by the teachers. Some projects are individually completed while others are completed through cooperative group assignments. These projects often extend into the related arts curriculum such as art class. Students and teachers readily have access to a wide variety of resources and materials for the projects.

    Hands-on activities and small and large group discussions, promoting deductive and inductive reasoning, are central to the science curriculum. Supplemental textbooks related to specified topics are utilized with manipulatives. Related topics that are of special interest to the class are included in the curriculum.

    A diverse math curriculum is focused on individual proficiency in the areas of both basic concepts and higher order mathematical processes and problem solving. Included in the text book based program are math maintenance activities such as 'Rocket Math' to encourage speed and accuracy in simple two factor problems. Additionally, a math specialist conducts weekly lessons that focus on various methods of mathematical problem solving.

    The language arts program consists of reading, writing and spelling that incorporate phonics. The Sitton Spelling program was introduced last year and is showing great success. Styles of literature that are emphasized are poetry, myths and legends, fiction and informational selections. Basal text books and supplemental materials are utilized in K-5. Primary grades employ leveled text and guided reading for the majority of their reading instruction. Intermediate grades supplement their program using chapter books. Lesson formats include large group and individual readings with discussions at the conclusion of the activities. Based on reading activities, journal responses from students are encouraged and shared.

    'Kid Writing', based on auditory clues and phonics, is used at the primary level. Rubrics are used to design activities to stimulate and guide students as they formulate their ideas on paper. Such activities are followed by students orally presenting their work to the class.

    Teachers integrate technology as much as possible and when appropriate. All students are scheduled to have art, music, physical education and health each week and these programs integrate aspects of the core curriculum as much as possible.

2. The elementary reading curriculum consists of numerous components per grade level. Kindergarten through grade three is serviced by Title I. Guided Reading entails word recognition strategies, fluency, comprehension and writing. 'Kid Writing' focuses on a child's immediate language level as its foundation to increase skills. Essential to Kid Writing are individual journals and cooperative class

writing. Creative writing is encouraged and is central to grades 1, 2, and 3. The focus of the third grade reading curriculum is a variety of different activities directly related to standards, including but not limited to, basal texts, chapter books and specific skill kits. Fluency, comprehension and content skills are enhanced with oral class reading, repetition and partner reading. Sustained silent reading is incorporated into the daily schedule every day (K-5). Upper primary grades utilize basal texts and chapter books.

3.   The math curriculum addresses a very diverse array of topics and utilizes hands-on manipulatives and technology. The emphasis is on real world application that not only addresses traditional methods but those areas that are not typically emphasized at the elementary level such as statistics, probability, geometry and graphing. The math skills and processes that are taught are heavily integrated with science and social studies where often immediate application can be demonstrated by students. The use of computers and calculators extend thinking and performance and provides a powerful alternative to pencil and paper activities. These aids also enable students to complete problem solving tasks that sometimes can be interrupted because of limited mastery of certain concepts. Another important aspect of the math curriculum is the additional emphasis on writing where students need to explain, in a logical manner, the process used in obtaining solutions. Patterns, number relationships, writing and use of technology all relate to essential skills to create well-rounded, well-versed students ready to work in the 21st century environment.

4.   The instructional methods are as varied as the students, and involve more than just direct instruction. Curriculum methods involve the use of computer centers, overhead projectors, graphics and illustrations from textbooks as well as texts. All classes have a scheduled library time each week for teachers to incorporate other resources in their planning. Cooperative learning, differentiated instruction and learning centers are central to learning activities. Instructional methods are often streamlined to accommodate the needs of individual students, for example, in the fashion of individual papers and projects in the computer centers. With these methods, the emphasis is placed on problem solving rather than repetition of facts yet does not eliminate the focus on proficiency in reading, writing and math skills. Whenever possible, sources from within the district, such as 'specialists', are called upon to assist in extending students, field of knowledge and learning modalities.

5.   The professional education plan is designed to encourage, support and provide opportunities for the professional staff to develop, improve and implement skills and knowledge needed to accomplish district goals and student learning outcomes as articulated in the strategic plan and to achieve academic standards identified by the State.

The Milton Area School District assessed the educational and staff development needs of our school district, our professional staff, our students and community. Numerous resources were utilized in the needs assessment such as, but not limited to, Board goals, school profile information, curriculum committees, achievement test results, parent advisory groups and audits. A review of the information collected from sources resulted in an identification of major categories of professional education needs. Two broad goals, for 2003-2006, were identified from that information: 1) increase student achievement of academic standards and 2) maintain current knowledge of instructional best practices. Eighteen professional education options have been identified for teachers. Common practices, such as professional conferences and workshops, curriculum development, in-service programs and visitations are included yet some options are specific and unique such as collaboration with the Intermediate Unit, distance learning, early childhood and child development activities for K-3 personnel, Educator in the Workplace Program and the Teacher Tour Program.

Those goals and available options have lead to the implementation of programs such as full day kindergarten, guided reading, Kid Writing and Sitton Spelling. Progress from students, both academically and developmentally, is already evident. Additionally, teachers are encouraged to attend conferences and workshops that are based on best practices in the field of education and this

then helps them address the achievement action plans they develop annually to improve student achievement.

PART VI - PRIVATE SCHOOL ADDENDUM

Not Applicable.

PART VII - ASSESSMENT RESULTS

Subject Reading   Grade   5

Test Pennsylvania System School Assessment

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	96	95	94	80	84
% At or Above Proficient	90	68	70	64	66
% At Advanced	71	21	27	8	21
Number of students tested	49	19	38	25	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES ***					
1._____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	82	78	80	77	78
% At or Above Proficient	62	58	57	56	55
% At Advanced	34	27	18	20	29

*** No Sub-groups to report given the school's population

Subject Math   Grade   5

Test Pennsylvania System School Assessment

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Above Basic	98	84	89	68	80
% At or Above Proficient	79	42	75	48	40
% At Advanced	52	16	42	24	13
Number of students tested	49	19	38	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES ***					
1._____ (specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
2._____(specify subgroup)					
% At or Above Basic					
% At or Above Proficient					
% At Advanced					
Number of students tested					
STATE SCORES					
% At or Above Basic	80	78	75	78	78
% At or Above Proficient	62	56	53	53	52
% At Advanced	37	28	26	23	27

*** No Sub-groups to report given the school's population